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ABSTRACT

This study analyzes the relationship between English language attainment and attitudes toward English among Cantonese-speaking secondary school students in Hong Kong. The subjects were 10th grade students from both English- and Chinese-medium schools. Attitudes toward English were measured directly by means of a series of statements concerning the study and use of English, to which subjects were asked to respond on five-point scales. Attitudes were measured indirectly with a scale of stereotypes modeled on the work of Spolsky. English attainment was assessed by a cloze procedure as suggested by Oller. Results of factor analysis of the direct attitude questions regarding English show that several of these factors are significantly related to English attainment. In some cases, however, the correlations were contrary to expected directions. In general, the statistical results of the study indicate that a direct measure of attitude was a better predictor of English attainment than an indirect measure. The indirect measures obtained by asking subjects to rate themselves, themselves as they would like to be, Chinese people, and westerners, produced some significant results, but were not as strong indicators of language attainment as the results obtained from the direct measures. (Author)

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AN ANALYSIS OF THE RELATIONSHIP BETWEEN LANGUAGE ATTITUDES AND ENGLISH ATTAINMENT OF SECONDARY STUDENTS IN HONG KONG

by

Herbert D. Pierson, Gail S. Fu, and
Sik-yum Lee

Occasional Paper No. 91

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AN ANALYSIS OF THE RELATIONSHIP BETWEEN LANGUAGE ATTITUDES AND ENGLISH ATTAINMENT OF SECONDARY STUDENTS IN HONG KONG

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This study analyzes the relationship between English language attainment and attitudes towards English among Chinese-speaking (Canton dialect) secondary school students in Hong Kong. The subjects were Form IV (10th grade) students from both English medium and Chinese medium schools. Attitude measures were obtained by use of both direct and indirect means. Attitudes towards English were measured directly by means of a series of statements concerning the study and use of English to which subjects were asked to respond on five points scales. Indirectly, attitudes were measured with a scale of stereotypes modelled on the work of Spolsky. English attainment was assessed by a cloze procedure as suggested by Oller. Results of factor analysis of the direct attitude questions regarding English show that several of these attitude factors are significantly related to English attainment as measured by the cloze test. In some cases, however, the correlations were contrary to the directions that one might expect. In general, the statistical results of this study indicate that, for the population under study, the direct measure of attitude was a better predictor of English attainment than an indirect measure. The indirect measures obtained by asking Ss to rate (1) themselves, (2) themselves as they would like to be, (3) Chinese people, and (4) Westerners did produce some significant results, but these were not as strong indicators of language attainment as the results obtained from the direct measures.

Oller, Hudson, and Liu (1977), in a replication of certain measures developed by Spolsky (1969), have studied the relation between

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attitudes towards and attained proficiency in English among native speakers of Chinese in the United States. The study revealed meaningful clusters of attitudinal variables which related to English proficiency; attitudes towards both the self and the native language group correlated positively, in general, with attained proficiency in English as a Second Language (ESL). Indirect attitude scales based on Spolsky's work seemed to account for more meaningful variance than the kind of direct attitude measures tailored to the Lambert and Gardner (1972) model. The relation between ESL proficiency and attitudes towards the target language group were more complicated than the relationship between proficiency and attitudes towards the self and towards one's own language group. There was negative correlation, for instance, between desire to stay in the U.S. permanently and ESL proficiency. The relation between reasons for studying English or for travelling to the U.S. and attained proficiency was, notes Oller, contrary to previous predictions. In concluding their study, Oller et al. (1977) remark:

> It will be interesting to see, for example, if populations abroad, studying English as a foreign language, show similar patterns of correlation between attitudinal variables and attained levels of English proficiency as are observed in this study.

The present writers also felt that this was an interesting question, and set out to explore in replication some of the questions which the Oller study suggested to them. They also wished to explore further other indirect attitude measures, agreeing as they did with Lyczak, Fu and Ho (1976) that "the study of racial and ethnic prejudice was long hampered

by the limitation of self-report attitude measures" (p. 425). In their study, Lyczak et al. (1976) used Lambert's matched-guise technique with a population of Hong Kong bilinguals. In the current study, the writers wished to add to the small but growing body of research in Hong Kong which explores certain affective aspects of English language learning. At the same time, the writers wished to work along the lines of Spolsky (1969), Oller (1972), Chihara and Oller (1978), and others. They confronted, thereby, many of the questions and uncertainties discussed by Oller and Perkins (1978a and 1978b) as well as by Upshur et al. (1978) as to the reliability and dependability of attitude measures and the nature of the relationship, if any, between attitudes, affective factors, and language learning proficiency and efficiency.

METHOD

Materials. The researchers decided to take up the challenge suggested by Oller et al. (1977) that attitudinal studies on ESL populations abroad be replicated. In addition the researchers wished to find out which types of attitudinal measures, direct or indirect, were better predictors of language proficiency. They therefore used two distinct attitude measures, a direct measure based on the Ss agreement or disagreement with certain statements about language study and use in Hong Kong, and an indirect measure developed from the Spolsky (1969) scale of stereotypes as suggested and used by Oller et al. (1977).

The twenty-three statements used in this study were purposely emotive in nature so as to elicit a reaction from Ss. They were selected from a list of forty-six statements developed in Hong Kong over the years by Pierson. They emphasized the relationship of language with the categories of politics, social interaction, career, ethnicity, and education. It was felt that these statements were concerned with matters about which Hong Kong youth would not feel neutral.

ESL proficiency was measured by a cloze test similar to the one used by Oller et al. (1977). The actual cloze passage, like the one used by Oller, was chosen from Praninskas (1959). In preparing the cloze passage, the researchers deleted nothing from the first and last sentence, but deleted every seventh word in the rest of the passage. There were fifty blanks in the test which was scored by the exact word method.

A questionnaire was designed and included to obtain information about the Ss and their language background. This consisted of questions about the Ss sex, family background, socio-economic status, education, knowledge of Chinese dialects, and acquaintance with English-speaking Westerners. Some of the questions in the questionnaire were suggested by Oller et al. (1977) and others by questionnaires which have been routinely used in the English language program at the Chinese University of Hong Kong. The questionnaire was given to the Ss in Chinese.

Subjects. Four hundred and sixty six secondary school students at the Form IV (10th grade) level served as subjects: 258 of these

students were male, and 208 were female. After discarding incomplete responses, 416 and 431 subjects were used in the analysis of direct measures and indirect measures respectively. Ss came from 11 representative secondary schools throughout Hong Kong, including 8 English medium and 3 Chinese medium schools. The former teach all subjects in English except for Chinese history and literature. The latter teach all subjects in Chinese except for the English language lessons. Schools were also chosen to ensure a wide selection of schools as classified according to the nature of their funding: 2 were subsidized schools, 3 private, 3 grant, and 3 government.

Procedure. Subjects were tested in their own schools during a free period by two Chinese research assistants. Groups generally had thirty to forty students in them. All subjects completed the background questionnaire, the attitude questionnaire, and the cloze test.

RESULTS AND DISCUSSION

Means and standard deviations of each of the direct attitude questions are given in Table 1. The direct statements which elicited the strongest agreement (1 = absolutely agree; 5 = absolutely disagree) was (12) "If I use English, it means that I am not patriotic"; (16) "I wish that I could speak fluent and accurate English"; and (5) "At times I fear that by using English I will become like a foreigner." The statement (3) "When using English, I do not feel that I am Chinese any more" also elicited definite agreement. The fact that might be seen

emerging here, is that while Ss seem to want to speak better English, they are also ambivalent about actually using it. Paradoxically, one statement that received least agreement was (17) "I feel uneasy and not confident when speaking English". Ss also seem to disagree with the statements which read (4) "If I use English, I will be praised and approved of by my family, relatives, and friends"; (13) "If I use English, my status is raised"; and (2) "English is the mark of an educated person." These results seem to reflect a tension within the Ss between needing and wanting to use English, while at the same time maintaining one's identity as a Chinese in a Chinese society.

In part the results may reflect a very basic bafflement in the Hong Kong student himself. Robert Lord describes "bilingualism under pressure" as those cases where the "natural learning process has been interferred with at intolerable levels, and as a result is transformed into an artificial process." He sees the majority of Hong Kong school children as "bilinguals under pressure", and adds to this confusion the probable impact in Hong Kong of English on Cantonese and on the Chinese language in general, both at the cultural and semantic levels. He refers also to the weight of Chinese tradition, which in Hong Kong he sees as a mixed and ambiguous one.

> Students may be told they don't write Chinese properly; that it is full of mistakes and deviations. They do not know where to look for any norm. Who and where are the guardians of these norms? There is in some cases genuine bafflement. And when our student visits China he finds that even his spoken Chinese is not adequate for all purposes either. In Hong Kong to say 'I am Chinese' is to make a statement of a very complicated sort. On occasion, when it is said, it means: 'I seem to be losing my identity. Tell me who and what I am' (Lord, 1976).

Perhaps some of the paradoxes which emerged in the results of this study may in part be a reflection of this bafflement: "Tell me who and what I am".

The direct attitude questions relating to Ss feelings towards the use and study of English are assessed by a factor analysis model with eleven factors. Within each factor, the variables with varimax rotated loadings larger than 0.45 are reported in Table 2. A stepwise regression with the cloze test score as the dependent variable and factors as independent variables is given in Table 3. The program stopped at the sixth step because the increase of the multiple correlation coefficient by additional variables was negligible. The F value is equal to 16.35, with degrees of freedom of 6 and 410, indicating that these factors are significant predictors of the cloze score. Here the R-value is equal to .44, indicating that the proportion of variation in English attainment that is accounted for by these factors is roughly 19%.

Interestingly, the correlations do not always fall in the directions that one might predict. For example, in Factor 5, the more Ss agreed with the statements that they should not be forced to learn English and that English should not be one of the media of instruction in the Hong Kong schools, the higher the score on the cloze test. This might indicate that it is the better language learner who may be more perceptive about matters of language and more able to identify the need for more language choice in Hong Kong. An extremely interesting

possibility to consider here is the one which Oller poses in his useful article entitled "Research on the Measurement of Affective Variables: Some Remaining Questions". Here he suggests that it is the better language learner--be it in the first or the second language--who can better understand the questions of an attitude questionnaire and who can therefore give more perceptive and accurate responses. He is also more able to "psych" out what answers are expected of him, and to give answers compatible with his perception of the predispositions of the interviewer (Oller, 1979).

In factor 9, the more the Ss agreed that they would take up English even if it were not compulsory, the higher their cloze scores. This result is perhaps to be expected on the premise that one is more motivated to study a subject one likes, or alternatively, one tends to be motivated in subjects one succeeds in (Atkinson, 1964). Curiously, the more the Ss said they felt uneasy and insecure when speaking English, the higher their cloze scores. Here perhaps we should note that the Ss English attainment was assessed only through the written medium. Oral communication was not involved, so there is no necessary conflict between higher attainment in writing or reading English and feeling uncomfortable, psychologically or emotionally, when speaking English. Equally interesting is the fact that the more Ss agreed with the statement "If I use English, I will be praised and approved of by my family, relatives and friends", the lower their cloze scores. This might indicate an awareness of the prestige value of English in Hong Kong and some kind of internal resistance

to participating in that mentality. It might indicate also an unwillingness to separate oneself from family and friends who may not speak English well or at all. Similar forces may lie behind the fact that the more Ss agreed with statements about feeling discomfort when hearing Chinese speakers using English, the lower their cloze scores. Also, the more they felt that English was the mark of an educated person, the lower the cloze scores. These results seem to indicate that, in the population under study, English attainment is related in interesting and complex ways to feelings about language and its use in this society.

Of relevance here is the study done by Taylor, Meynard and Rheault (1977) in which they look at the threat to ethnic identity and second-language learning. They asked respondents to rate (1) the extent to which they felt their ethnic identity was threatened; (2) their degree of English language competence; and (3) the potential costs and rewards for learning English. Most notably, they found that respondents with more contact with English speakers were themselves better English speakers and those who felt their own cultural identity not threatened were more competent speakers of English. The researchers correctly note that the social conditions which contribute to second-language learning without loss of identity need to be thoroughly researched in order that we may better understand how language and ethnicity operate in multicultural settings. Oller (1979) poses some additional matters for consideration here. In particular he reminds us of the "self-flattery" factor--the desire to appear acceptable in one's

own eyes--and of the "approval motive"--the desire to appear acceptable in the eyes of others. Oller refers to work he has done in which it was possible to show that as much as 25% of the variance in self-ratings may be attributed to self-flattery. In our own study, the paradoxical directions that some of the results took might be somehow related to these matters of self-flattery, approval motive, and threat to identity.

Table 4 shows the twenty attributes by which Ss were asked to rate (1) themselves, (2) themselves as they would like to be, (3) Chinese people, and (4) Westerners. A comparison of column one and column three gives the values that Ss placed on each trait (1 = the trait applies very well; 5 = the trait does not apply at all). Comparing the mean ratings of Chinese against the ratings of Westerners indirectly gives us insight into Ss attitudes about the language groups involved and their motivations for language study. Chinese were rated more favourably on 12 scales: they were seen as more "conservative in outlook", "loyal to one's family", "trustworthy", "hardworking", "gentle and graceful", "able and far-sighted", "understanding to others", "persistent", "clever and smart", "motivated to strive for success", "logically minded and wise", and "sincere". Westerners, on the other hand, were rated more "cool and clear-headed", "frank and honest", "easy to get along with", "successful", "humble and polite", "presentable in appearance", "self-confident", and "like to help others". Perhaps these results, like Lyczak's et al. (1976), could be seen to fall along lines which might be encouraged by the Hong Kong colonial situation. Ss apparently tend to rank Westerners high on those qualities such as appearance, affability,

and clear thinking which can be associated with the successful business person. Most of the Westerners whom these Ss might be exposed to in Hong Kong are probably in business or administration and probably tend to be, generally, quite successful and well-off. The Chinese, while also being favored on certain traits which can be associated with success, seem to be rated favorably on qualities which might traditionally be seen as being acquired at home, in the family. These are qualities such as trust, loyalty, sincerity, gentleness, and gracefulness.

Tables 5, 6, 7, and 8 deal with the stereotype scales which were adapted from Spolsky (1969) as suggested and used by Oller et al. (1977). These tables give the results of stepwise multiple regression analyses based on the twenty traits with the cloze score as the dependent variable. In other words, the researchers wanted to know to what extent these indirect attitudes variables explain differences in cloze score results. Table 5 summarizes the results of a multiple regression analysis of which adjectives used by Ss to describe themselves would significantly predict the cloze scores. Five of the stereotypes from Ss self ratings entered the regression equation. The associated F value is equal to 5.61 with degrees of freedom equal to 5 and 426, indicating that they were statistically significant predictors of the cloze score. The more Ss thought of themselves as "very able and far-sighted", "frank and honest", the lower the cloze scores. The more they thought of themselves as "humble and polite", "motivated to strive for success", and "trustworthy", the higher the cloze scores.

Table 6 provides analysis based on the section of the indirect attitude questionnaire pertaining to how Ss would like to be. The more Ss wanted to be "sincere when dealing with others", "loyal to one's family", and "motivated to strive for success", the better they performed on the cloze test. The more they thought of their idealized self as "very able and far-sighted", the lower the cloze scores.

One would have expected "motivated to strive for success" to correlate positively with the cloze score. However, the positive correlation of "loyal to one s family" at a significant level needs some further explanation. The Chinese characters which convey this notion 孝順 (haauh seuhn), are difficult to translate. They convey the idea of filial piety which is a traditional Chinese virtue characteristic of a strong sense of Chinese ethnicity. The fact that this quality correlates so highly with English proficiency might lead one to ask the question: does success in mastering the language of an alien culture pressure one to maintain one's cultural identity? This would be a very fruitful area of research in light of the fact that Hong Kong still has colonial status.

Table 7 summarizes Ss attitudes toward Chinese people. The results indicate that the more the Ss thought of Chinese people as "presentable and outstanding in appearance", "humble and polite", the lower the cloze scores. The more they saw Chinese people as "clever and smart" and "trustworthy", the better they did on the cloze test.

As indicated in Table 8, the more Ss felt Western people could be described as "gentle and graceful", the more they could be described as "trustworthy", the lower the Ss cloze scores. The more Ss felt Western

people could be described as "logically minded and wise", "hardworking", and "self-confident", the higher the Ss cloze scores.

The tentative nature of the results from the indirect measures puzzled the researchers because of Spolsky's (1969) assertion that more indirect measures of attitudinal orientation were relatively more successful in predicting English attainment. In addition, Oller's study seems to confirm the usefulness of this type of measure.

CONCLUSION

The R-values associated with Tables 2, 5, 6, 7, & 8 are equal to .44, .25, .22, and .25 respectively. These statistical results indicate that a direct measure of attitude is a better predictor of English attainment than an indirect measure for the population under study. This contrasts with Oller et al. (1977) who found an indirect measure based on a scale of stereotypes a better predictor. Reasons can be suggested for this. First of all, the sample size in the present study was over 400, almost ten times greater than the sample size in the Oller et al. (1977) study. Secondly, the population under investigation in this study was a group of culturally homogeneous Chinese school children from Hong Kong with little or no personal contact with Westerners. This differs from Oller's population which consisted of Chinese students at the graduate level from both Hong Kong and Taiwan who were in the process of being acculturated to the United States and living in an English-speaking environment.

The predictive value of the attitudinal variables is not so powerful as the researchers might have expected. English proficiency could not be easily predicted from attitudinal measures, but some attitudinal variables appeared to be better predictors than others. For example, a number of attitudinal variables concerned with freedom of language choice, desire to learn English, lack of self-confidence in using English, approbation for using English, discomfort about Chinese-speakers using English, and English as a mark of education correlated significantly with English attainment. The lack of power in these measures may be further indication of the complexity of the issues involved in attitude studies. In his article "Social Psychological Aspects of Second Language Acquisition", Gardner (1979) constructs a theoretical framework which features four individual difference variables (intelligence, language aptitude, motivation and situational anxiety) and links them conceptually to the social milieu. He further indicates how they interact with the context of language acquisition and give rise to different outcomes. In this way, Gardner attempts to bring together explicitly in one framework factors which have been frequently discussed for many years, but too often perhaps in theoretical isolation. Problems of inconsistency in data may point in fact to an oversimplification of the relationship between attitudes and proficiency and to a need for greater recognition of the interaction between a whole constellation of factors, as Gardner points out.

It is felt that the line of research discussed in the present study should be persued vigorously since a number of promising areas

revealed themselves during the investigation. One particularly promising direction lies in the development of increasingly sophisticated direct attitude measures. Such measures might uncover an even stronger relationship between attitudes and proficiency. The researchers hope that these measures will be developed and tested on populations in different linguistic, geographical, and cultural environments. In closing, we would be remiss not to note Oller's (1979) statement: "Concerning the presently popular post hoc (ad hoc?) interpretations of the results of affective studies, a serious skepticism is enjoined." He goes on to say that "until discriminant and convergent validity can be shown, the whole superstructure of attitude theory is without a secure empiricial foundation." We can only underscore his assertion and echo his tentative tone.

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TABLE 1

Means and standard deviations for direct attitude questions concerning Ss' feelings about the use and study of English.

Question	Mean	SD
1. It is a good thing to have English as the main official language of Hong Kong.	3.3	1.1
2. English is the mark of an educated person.	3.9	1.3
3. When using English, I do not feel that I am Chinese any more.	1.5	0.9
4. If I use English, I will be praised and approved of by my family, relatives, and friends.	3.7	1.3
5. At times I fear that by using English I will become like a foreigner.	1.4	0.7
6. I should not be forced to learn English.	2.7	1.4
7. To read English magazines is a kind of enjoyment.	3.1	1.1
8. I do not feel awkward when using English.	2.2	1.1
9. I love conversing with Westerners in English.	2.4	1.1
10. The Cantonese language is superior to English.	3.4	1.2
11. I like to see English-speaking films.	2.7	1.1
12. If I use English, it means that I am not patriotic.	1.3	0.6
13. If I use English, my status is raised.	3.8	1.3
14. I feel uncomfortable when hearing one Chinese speaking to another in English.	3.5	1.4
15. My history, geography and mathematics textbooks should be written in or translated into Chinese	2.8	1.1
16. I wish that I could speak fluent and accurate English.	1.4	0.9
17. I feel uneasy and lack confidence when speaking English.	3.6	1.2
18. The use of English is one of the most crucial factors which has contributed to the success of Hong Kong's prosperity and development today.	3.1	1.2
19. The English language sounds very nice.	2.8	1.0
20. I would take English even if it were not a compulsory subject in school.	1.9	1.0
21. I feel uneasy when hearing a Chinese speaking English.	2.4	1.1
22. English should not be a medium of instruction in the schools in Hong Kong.	1.8	1.0
23. The command of English is very helpful in understanding foreigners and their cultures.	1.6	1.0

* Ss were asked to indicate the degree of their agreement with each of the statements using the following five point scale: 1 = "absolutely agree"; 2 = "quite agree"; 3 = "no opinion"; 4 = "quite disagree"; 5 = "absolutely disagree".

TABLE 2

Factor analysis over direct attitude questions concerning Ss' feelings about the use and study of English.

Factor 1 = POSITIVE ORIENTATION TOWARDS ENGLISH	
It is a good thing to have English as the main official language of Hong Kong.	0.45
The use of English is one of the most crucial factors which has contributed to the success of Hong Kong's prosperity and development.	0.56
The English language sounds very nice.	0.50
Factor 2 = DESIRE TO CONVERSE WITH WESTERNERS	
I love conversing with Westerners in English.	0.53
Factor 3 = DISCOMFORT ABOUT CHINESE SPEAKERS USING ENGLISH	
I feel uncomfortable when hearing one Chinese speaking to another in English.	0.64
I feel uneasy when hearing a Chinese speaking English.	0.59
Factor 4 = APPROBATION FOR USING ENGLISH	
If I use English, I will be praised and approved of by my family, relatives, and friends.	0.51
If I use English, my status is raised.	0.62
Factor 5 = FREEDOM OF LANGUAGE CHOICE	
I should not be forced to learn English.	0.49
English should not be a medium of instruction in the schools in Hong Kong.	0.50
Factor 6 = ENGLISH AS DETRACTING FROM CULTURAL IDENTITY	
When using English, I do not feel that I am Chinese any more.	0.55
At times I fear that by using English I will become like a foreigner.	0.58
Factor 7 = SELF-CONFIDENCE IN USING ENGLISH	
I do not feel awkward when using English.	0.81
Factor 8 = ENGLISH AS MARK OF EDUCATION	
English is the mark of an educated person.	0.80
Factor 9 = DESIRE TO LEARN ENGLISH	
I would take English even if it were not a compulsory subject in school.	0.75
Factor 10 = LACK OF SELF-CONFIDENCE IN USING ENGLISH	
I feel uneasy and lack confidence when speaking English.	0.51
Factor 11 = MOTHER TONGUE FAVORED OVER ENGLISH	
The Cantonese language is superior to English	0.55

TABLE 3

Stepwise regression analysis of direct attitude factors (summarized in Table 2) in relation to ESL proficiency as measured by a cloze test.

Step #	Factor entered	R	F-value (d.f.)
1	Factor 5 (X_1) = FREEDOM OF LANGUAGE CHOICE	0.24	25.69 (1.415)
2	Factor 9 (X_2) = DESIRE TO LEARN ENGLISH	0.32	22.89 (2.414)
3	Factor 10 (X_3) = LACK OF SELF-CONFIDENCE IN USING ENGLISH	0.36	20.21 (3.413)
4	Factor 4 (X_4) = APPROBATION FOR USING ENGLISH	0.39	18.99 (4.412)
5	Factor 3 (X_5) = DISCOMFORT ABOUT CHINESE SPEAKERS USING ENGLISH	0.43	18.43 (5.411)
6	Factor 8 (X_6) = ENGLISH AS MARK OF EDUCATION	0.44	16.35 (6.410)

Regression equation:

$$Y = 33.36 - 4.58X_1 - 3.78X_2 - 4.42X_3 + 3.26X_4 + 3.30X_5 + 1.85X_6$$

TABLE 4

Means and standard deviations of twenty unipolar scalar attributes in relation to how S sees self (Self), how S would like to be (Ideal), how S sees Chinese people (Chinese), and how S sees Westerners (Westerners), N = 466.

ATTRIBUTES	SELF		IDEAL			CHINESE		WESTERNER			Chinese minus Westerner
	Mean	SD	Mean	SD		Mean	SD	Mean	SD		
Like to help others	1.957	0.746	1.461	0.646	+	2.401	1.012	1.908	0.912	+	+0.493
Self-confident	2.414	1.007	1.461	0.712	+	2.292	0.888	1.819	0.847	+	+0.473
Motivated to strive for success	2.026	0.893	1.396	0.652	+	1.933	0.948	2.168	0.932	-	-0.235
Frank & honest	2.174	0.899	1.605	0.753	+	2.498	1.098	2.471	0.985	+	+0.027
Clever & smart	2.922	0.957	1.646	0.912	+	2.039	0.917	2.281	0.863	-	-0.242
Persistent	2.944	1.055	1.912	1.304	+	2.378	0.996	2.694	0.930	-	-0.316
Conservative in outlook	3.491	1.111	3.689	1.182	-	2.086	1.038	4.393	0.851	-	-2.307
Understanding of others	2.705	1.011	1.751	0.912	+	2.561	0.924	2.891	0.834	-	-0.330
Successful	3.204	0.870	1.638	0.917	+	2.363	0.908	2.271	0.815	+	+0.092
Easy to get along with	2.155	0.922	1.461	0.727	+	2.380	1.018	2.333	0.963	+	+0.047
Cool & Clear-headed	2.875	1.014	1.545	0.730	+	2.472	0.923	2.454	0.847	+	+0.018
Sincere when dealing with others	2.202	0.813	1.570	0.820	+	2.442	1.104	2.489	0.970	-	-0.047
Logical & wise	2.698	0.920	2.108	1.037	+	2.465	0.969	2.602	0.847	-	-0.137
Gentle & graceful	3.034	1.003	1.461	0.727	+	2.429	0.982	3.041	0.963	-	-0.612
Very able & far-sighted	3.416	1.021	2.041	1.129	+	2.403	0.984	2.927	0.892	-	-0.524
Humble & polite	2.600	0.840	1.654	0.792	+	2.586	0.956	2.387	0.920	+	+0.199
Hardworking	2.582	0.910	1.549	0.849	+	2.120	1.002	2.738	0.949	-	-0.618
Trustworthy	2.240	0.947	1.496	0.763	+	1.627	0.794	2.851	0.951	-	-1.224
Presentable & outstanding in appearance	3.324	1.029	2.157	1.116	+	2.843	0.877	2.532	0.903	+	+0.311
Loyal to one's family	2.252	1.028	1.740	0.959	+	1.582	0.767	3.645	1.009	-	-2.063

* Ss were asked to indicate how well each of the traits applied on the following five point scale: 1 = "very well"; 2 = "somewhat"; 3 = "average"; 4 = "only a little"; 5 = "not at all".

TABLE 5

Stepwise regression analysis of Ss's self ratings (Self) in relation to cloze score.

Step #	Variable entered	R	F-value (d.f.)
1	Very able and far-sighted (X_1)	0.12	6.06 (1.430)
2	Humble and polite (X_2)	0.19	8.08 (2.429)
3	Motivated to strive for success (X_3)	0.21	6.73 (3.428)
4	Frank and honest (X_4)	0.24	6.34 (4.427)
5	Trustworthy (X_5)	0.25	5.61 (5.426)

Regression equation:

$$Y = 31.374 + 3.35X_1 - 2.96X_2 - 2.03X_3 + 2.27X_4 - 1.37X_5$$

TABLE 6

Stepwise regression analysis of Ss' ratings of how they would like to be (Ideal) in relation to cloze score.

Step #	Variable entered	R	F-value (d.f.)
1	Sincere with others (X_1)	0.19	15.44 (1.430)
2	Loyal to one's family (X_2)	0.21	10.17 (2.429)
3	Motivated to strive for success (X_3)	0.23	7.77 (3.428)
4	Very able and far-sighted (X_4)	0.24	6.65 (4.427)

Regression equation:

$$Y = 41.52 - 3.07X_1 - 1.58X_2 - 2.84X_3 + 1.44X_4$$

TABLE 7

Stepwise regression analysis of Ss' ratings of Chinese people (Chinese) in relation to cloze score.

Step #	Variable entered	R	F-value (d.f.)
1	Presentable (X_1)	0.11	5.06 (1.430)
2	Clever and smart (X_2)	0.19	7.82 (2.429)
3	Trustworthy (X_3)	0.21	6.32 (3.428)
4	Humble and polite (X_4)	0.22	5.68 (4.427)

Regression equation:

$$Y = 30.37 + 2.57X_1 - 2.80X_2 - 2.11X_3 + 1.70X_4$$

TABLE 8

Stepwise regression analysis of Ss' ratings of Western people (Westerners) in relation to cloze score.

Step #	Variable entered	R	F-value (d.f.)
1	Gentle and graceful (X_1)	0.12	6.42 (1.430)
2	Logical and wise (X_2)	0.20	8.53 (2.429)
3	Trustworthy (X_3)	0.22	7.41 (3.428)
4	Hardworking (X_4)	0.24	6.46 (4.427)
5	Self-confident (X_5)	0.25	5.82 (5.426)

Regression equation:

$$Y = 33.06 + 2.59X_1 - 2.94X_2 + 2.44X_3 - 1.64X_4 - 1.53X_5$$

APPENDIX I

(Questionnaire in Chinese)

你對語言有什麼想法？

本港許多人士都懂得說中文和英文。這次調查希望找出中學生對語言的認識和語言的能力。

這份問卷是由香港中文大學的潘道生先生和傅謝斐儀女士擬訂，請你想清楚後才坦誠地填上資料，這樣調查才會成功。

請依照提示作答，**所有資料全部不記姓名。**

多謝你合作填這份問卷。

請選出合適的答案，在該行左面的數字上加圈：
（第2,6,7,等題除外，請填上答案）

1
你的性別是
1 男
2 女

2
你的出生日期是19__年__月__日。

3
你出生在
1 香港
2 中國大陸
3 台灣
4 澳門
5 其他（請說明）_____

4
你現在住的房子是
1 家人自置的
2 租來的

5
你現在住的房子屬於
1 私家住宅
2 新區
3 廉租屋
4 公司宿舍
5 政府宿舍
6 其他（請詳細說明）_____

6
你父親的職業是_____
（請詳細說明）

7
你母親的職業是_____
（請詳細說明）

8
如果你能說或聽得懂下列各種語言或方言，請圈上該行的數字：
1 廣東話
2 英語
3 國語
4 上海話
5 潮州話
6 客家話
7 臺山話
8 四邑話
9 新會話
10 福建話
11 其他（請詳細說明）_____

9
你在家裏說那幾種話？
1 廣東話
2 英語
3 國語
4 上海話
5 潮州話
6 客家話
7 臺山話
8 四邑話
9 新會話
10 福建話
11 其他（請詳細說明）_____

10
你從那一個年級開始正式學英文？
1 幼稚園一年級
2 幼稚園二年級
3 幼稚園三年級
4 小學一年級
5 小學二年級
6 小學三年級
7 小學四年級
8 小學五年級
9 小學六年級
10 中學一年級
11 中學二年級
12 中學三年級
13 中學四年級

11
目前有多少位外籍教師正在教導你？
1 沒有
2 共一位
3 共二位
4 共三位
5 共四位
6 共有四位以上

12
以前共有多少位外籍教師教導過你？
1 沒有
2 共一位
3 共二位
4 共三位
5 共四位
6 共有四位以上

13
你父親的英文程度怎樣？
1 完全不懂
2 很差
3 普通
4 相當不錯
5 極好

14
你母親的英文程度怎樣？
1 完全不懂
2 很差
3 普通
4 相當不錯
5 極好

15
你以前有多少位朋友是以英文爲母語的？
1 沒有
2 共一位
3 共二位
4 共三位
5 共四位
6 共有四位以上

16
你目前有多少位朋友是以英文爲母語的？
1 沒有
2 共一位
3 共二位
4 共三位
5 共四位
6 共有四位以上

以下各種說法你是否同意？請在每題中選一個號碼作答。
1＝完全同意
2＝頗同意
3＝沒有意見
4＝頗不同意
5＝完全不同意

17
香港用英文作爲最主要的官方語...
，是一件好事。
1 2 3 4 5

18
英語是受過教育的人的表記。
1 2 3 4 5

19
我使用英文就不覺得自己是中國人。
1 2 3 4 5

20
我使用英文，就會得到家人親友讚許。
1 2 3 4 5

21
有時我害怕自己說英語就變成了外國人。
1 2 3 4 5

22
我不應該被迫學英文。
1 2 3 4 5

23
我覺得讀英文書報雜誌是一種享受。
1 2 3 4 5

24
我使用英文不覺得怪相。
1 2 3 4 5

25
我喜歡和西人講英文。
1 2 3 4 5

26
廣東話比英文優勝。
1 2 3 4 5

27
我喜歡看英語對白的影片。
1 2 3 4 5

28
如果我使用英文，就是不愛國。
1 2 3 4 5

29
我使用英文，地位就提高了。
1 2 3 4 5

30
聽到中國人和中國人用英語交談。我感到很不自在。
1 2 3 4 5

31
我用的歷史、地理、數學教科書應該譯成中文或用中文撰寫。
1 2 3 4 5

32
我想說英文說得流利又準確。
1 2 3 4 5

33
我說英語時感到不自在，沒有信心。
1 2 3 4 5

34
國語比廣東話優勝。
1 2 3 4 5

35
香港整體發展之所以有今天，使用英語是個重要的因素。
1 2 3 4 5

36
英文這種語言聽來很悅耳。
1 2 3 4 5

37
即使學校不規定必須修英文，我也會修。
1 2 3 4 5

38
聽到中國人講英文，覺得很不自然。
1 2 3 4 5

39
香港的學校不應該把英文作爲授課語言之一。
1 2 3 4 5

40
懂英文對了解外國人和外國文化很有幫助。
1 2 3 4 5

以下各種說法，可以用來形容人的，試想想把這些活用到你身上是否合適，請在每題中選一個號碼：
1＝非常合適
2＝頗爲合適
3＝略爲合適
4＝不大合適
5＝完全不合適

41
樂意助人 1 2 3 4 5

42
有自信心 1 2 3 4 5

43
力求上進 1 2 3 4 5

44
待人坦誠 1 2 3 4 5

45
頭腦聰明 1 2 3 4 5

46
堅定不移 1 2 3 4 5

47
思想保守 1 2 3 4 5

48
善解人意 1 2 3 4 5

49
做事成功 1 2 3 4 5

50
容易相處 1 2 3 4 5

51
處事鎮定 1 2 3 4 5

52
待人誠懇 1 2 3 4 5

53
愼思明辨 1 2 3 4 5

54
溫柔文雅 1 2 3 4 5

55
聰才大略 1 2 3 4 5

56
謙遜有禮 1 2 3 4 5

57
做事勤奮 1 2 3 4 5

58
值得信賴 1 2 3 4 5

59 儀表出衆 1 2 3 4 5

60 忠於家庭 1 2 3 4 5

以下各種說法，可以用來形容人的，試想想把這些話用來形容理想中的你自己是否合適，請在每題中選一個號碼。
1＝非常合適
2＝頗爲合適
3＝略爲合適
4＝不大合適
5＝完全不合適

61 樂意助人 1 2 3 4 5

62 有自信心 1 2 3 4 5

63 力求上進 1 2 3 4 5

64 待人坦誠 1 2 3 4 5

65 頭腦聰明 1 2 3 4 5

66 堅定不移 1 2 3 4 5

67 思想保守 1 2 3 4 5

68 善解人意 1 2 3 4 5

69 做事成功 1 2 3 4 5

70 容易相處 1 2 3 4 5

71 待人誠懇 1 2 3 4 5

72 愼思明辨 1 2 3 4 5

73 溫柔文雅 1 2 3 4 5

74 值得信賴 1 2 3 4 5

75 雄才大略 1 2 3 4 5

76 謙遜有禮 1 2 3 4 5

77 處事鎭定 1 2 3 4 5

78 做事勤奮 1 2 3 4 5

79 儀表出衆 1 2 3 4 5

80 忠於家庭 1 2 3 4 5

以下各種說法，可以用來形容人的，試想想把這些話用來形容中國人是否合適，請在每題中選一個號碼。
1＝非常合適
2＝頗爲合適
3＝略爲合適
4＝不大合適
5＝完全不合適

81 樂意助人 1 2 3 4 5

82 有自信心 1 2 3 4 5

83 力求上進 1 2 3 4 5

84 待人坦誠 1 2 3 4 5

85 頭腦聰明 1 2 3 4 5

86 堅定不移 1 2 3 4 5

87 思想保守 1 2 3 4 5

88 善解人意 1 2 3 4 5

89 做事成功 1 2 3 4 5

90 容易相處 1 2 3 4 5

91 處事鎭定 1 2 3 4 5

92 待人誠懇 1 2 3 4 5

93 愼思明辨 1 2 3 4 5

94 溫柔文雅 1 2 3 4 5

95 值得信賴 1 2 3 4 5

96 雄才大略 1 2 3 4 5

97 謙遜有禮 1 2 3 4 5

98 做事勤奮 1 2 3 4 5

99 儀表出衆 1 2 3 4 5

100 忠於家庭 1 2 3 4 5

以下各種說法，可以用來形容人的。試想想把這些話用來形容西人是否合適，請在每題中選一個號碼。

1＝非常合適
2＝頗爲合適
3＝略爲合適
4＝不大合適
5＝完全不合適

101 樂意助人 1 2 3 4 5

102 有自信心 1 2 3 4 5

103 力求上進 1 2 3 4 5

104 待人坦誠 1 2 3 4 5

105 頭腦聰明 1 2 3 4 5

106 堅定不移 1 2 3 4 5

107 思想保守 1 2 3 4 5

108 善解人意 1 2 3 4 5

109 做事成功 1 2 3 4 5

110 容易相處 1 2 3 4 5

111 處事鎮定 1 2 3 4 5

112 待人誠懇 1 2 3 4 5

113 愼思明辨 1 2 3 4 5

114 溫柔文雅 1 2 3 4 5

115 值得信賴 1 2 3 4 5

116 雄才大略 1 2 3 4 5

117 謙遜有禮 1 2 3 4 5

118 做事勤奮 1 2 3 4 5

119 儀表出衆 1 2 3 4 5

120 忠於家庭 1 2 3 4 5

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請在以下各空檔內填上一個字，這個字在文法和文意方面都要和上下文配合：

In large universities, beginning science courses are often taught by groups of staff members instead of by individual professors. Each series of lectures is presented_____(1) a different lecturer. The lecturers are _____(2) according to the areas of a _____(3) in which they have done research._____(4) lectures are presented in large auditoriums,_____(5) they are often attended by as_____(6) as 200 students.

In addition to_____(7) to lectures, the students are required_____(8) attend quiz or test sections which_____(9) supervised by assistants. In the quiz _____(10) the lectures are discussed and text_____(11) are assigned. Quizzes are given regularly_____(12) a week, and the quiz grades_____(13) recorded and averaged at the end_____(14) the semester. Many students aren't used _____(15) taking weekly quizzes and they don't_____(16) this system at first. Once they_____(17) used to it they like it _____(18) they find that it helps them _____(19) up to date in their assignments.

_____(20) experience is also provided for in_____(21) beginning science courses. Each student must_____(22) certain assigned experiments, some of which _____(23) complicated equipment which must be set_____(24) by a lab assistant. Sometimes two_____(25) working on the same experiment check _____(26) other's results. This practice is advantageous_____(27) long as each student does his_____(28) and has confidence in his own_____(29). It is unprofitable when one fellow_____(30) depends on the other for the_____(31) answer. Besides these lectures, quizzes, and_____(32) experiments, science students also make oral_____(33) on assigned research projects.

A science_____(34) who is really interested in his_____(35) won't depend on someone else to_____(36) his work for him. He will_____(37) carefully to the lectures and he_____(38) attend all of the meetings of_____(39) quiz section. He will look forward_____(40) each new assignment and he will_____(41) limit his reading to the text_____(42) will insist on having a list_____(43) supplementary readings. He may ask his_____(44) for one or he may borrow _____(45) from a graduate student in his_____(46). He won't object to doing an_____(47) over several times if his lab_____(48) isn't satisfied with his results. Only_____(49) this way can the student really_____(50) the material he is studying. Only in this way can he acquire a good foundation in the fundamentals of the subject.

APPENDIX II

(Translation from the Chinese version)

WHAT DO YOU THINK ABOUT LANGUAGE?

A lot of people in Hong Kong can speak both Chinese and English. This survey intends to investigate the opinions of students in secondary schools about languages and their ability in command them.

This questionnaire has been set by Mr. H.D. Pierson and Mrs. G.S. Fu of the Chinese University of Hong Kong. To make this survey a success, you are requested to think carefully and then fill in the questionnaire accurately.

Please answer as directed by the instructions. *DO NOT PUT DOWN YOUR NAME, AS PERSONAL DATA WILL BE KEPT CONFIDENTIAL.*

Thank you very much for your cooperation.

Please put a circle around the numeral which precedes the appropriate answer (except in Nos. 2, 6 and 7 where the answers have to be filled in):

1) Your sex:
   1. M
   2. F

2) Your date of birth: Year . . . . . Month . . . . . Date . . . . .

3) You were born in:
   1. Hong Kong
   2. Mainland China
   3. Taiwan
   4. Macao
   5. Elsewhere (Please specify) . . . . . .

4) The place you are now living is:
   1. owned by your family
   2. rented

5) The place you are now living is:

   1. private property
   2. resettlement estate
   3. low-rent housing
   4. company quarters
   5. government quarters
   6. none of the above (Please specify) . . . . . .

6) Your father's occupation is (Please put down in detail) . . . . . .

7) Your mother's occupation is (Please put down in detail) . . . . . .

8) Circle *ALL* the numbers which come before the languages which you can speak or understand:

   1. Cantonese
   2. English
   3. Mandarin
   4. Shanghainese
   5. Chiuchownese
   6. Hakkanese
   7. Taishanese
   8. Szeyapnese
   9. Sunhuinese
   10. Fukienese
   11. Others (Please specify) . . . . . .

9) Circle *ALL* the numerals which come before the languages which you speak at home:

1. Cantonese
2. English
3. Mandarin
4. Shanghainese
5. Chiuchownese
6. Hakkanese
7. Taishanese
8. Szeyapnese
9. Sunhuinese
10. Fukienese
11. Others (Please specify) . . . . . .

10) At what level did you start receiving formal instructions in acquiring the English language?

1. 1st year in kindergarten
2. 2nd year in kindergarten
3. 3rd year in kindergarten
4. Primary 1
5. Primary 2
6. Primary 3
7. Primary 4
8. Primary 5
9. Primary 6
10. Form 1
11. Form 2
12. Form 3
13. Form 4

11) How many non-Chinese teachers are now teaching you?

1. None
2. One
3. Two
4. Three
5. Four
6. More than four

12) How many non-Chinese teachers have taught you in the past?

1. None
2. One
3. Two
4. Three
5. Four
6. More than four

13) How would you describe your father's command of the English language?

1. None
2. Rather poor
3. Fair
4. Quite good
5. Excellent

14) How would you describe your mother's command of the English language?

1. None
2. Rather poor
3. Fair
4. Quite good
5. Excellent

15) How many of your friends in the past have had English as their mother tongue?

1. None
2. One
3. Two
4. Three
5. Four
6. More than four

16) How many of your friends now have English as their mother tongue?

1. None
2. One
3. Two
4. Three
5. Four
6. More than four

Do you agree with the following statements? Please indicate by circling ONE of the five numbers:

1. = absolutely agree
2. = quite agree
3. = no opinion
4. = quite disagree
5. = absolutely disagree

17) It is a good thing to have English as the main official language of Hong Kong.

1 2 3 4 5

18) English is the mark of an educated person.

1 2 3 4 5

19) When using English, I do not feel that I am Chinese any more.

1 2 3 4 5

20) If I use English, I will be praised and approved of by my family, relatives and friends.

1 2 3 4 5

21) At times I fear that by using English I will become like a foreigner.

1 2 3 4 5

22) I should not be forced to learn English.

1 2 3 4 5

23) To read English magazines is a kind of enjoyment.

1 2 3 4 5

24) I do not feel awkward when using English.

1 2 3 4 5

25) I love conversing with Westerners in English.

1 2 3 4 5

26) The Cantonese language is superior to English.

1 2 3 4 5

27) I like to see English-speaking films.

1 2 3 4 5

28) If I use English, it means that I am not patriotic.

1 2 3 4 5

29) If I use English, my status is raised.

1 2 3 4 5

30) I feel uncomfortable when hearing one Chinese speaking to another in English.

1 2 3 4 5

31) My History, Geography and Mathematics textbooks should be written in or translated into Chinese.

1 2 3 4 5

32) I wish that I could speak fluent and accurate English.

33) I feel uneasy and lack confidence when speaking English.

1 2 3 4 5

34) Mandarin is superior to Cantonese.

1 2 3 4 5

35) The use of English is one of the most crucial factors which has contributed to the success of Hong Kong's prosperity and development today.

1 2 3 4 5

36) The English language sounds very nice.

1 2 3 4 5

37) I would take English even if it were not a compulsory subject in school.

1 2 3 4 5

38) I feel uneasy when hearing a Chinese speaking English.

1 2 3 4 5

39) English should not be a medium of instruction in the schools in Hong Kong.

1 2 3 4 5

40) The command of English is very helpful in understanding foreigners and their cultures.

1 2 3 4 5

The following is a list of qualities which can be used to describe people. Please think and see if they are appropriate when applied to you. Indicate by circling one of the numbers in each case.

41)	Like to help others	1 2 3 4 5
42)	Self-confident	1 2 3 4 5
43)	Motivated to strive for success	1 2 3 4 5
44)	Frank and honest	1 2 3 4 5
45)	Clever and smart	1 2 3 4 5
46)	Persistent*	1 2 3 4 5
47)	Conservative in outlook	1 2 3 4 5

* i.e. firm, unyielding in a complimentary sense.

48)	Understanding of others	1	2	3	4	5
49)	Successful	1	2	3	4	5
50)	Easy to get along with	1	2	3	4	5
51)	Cool and clear-headed**	1	2	3	4	5
52)	Sincere when dealing with others	1	2	3	4	5
53)	Logical and wise	1	2	3	4	5
54)	Gentle and graceful***	1	2	3	4	5
55)	Very able and far-sighted	1	2	3	4	5
56)	Humble and polite	1	2	3	4	5
57)	Hardworking	1	2	3	4	5
58)	Trustworthy	1	2	3	4	5
59)	Presentable and outstanding in appearance	1	2	3	4	5
60)	Loyal to one's family					

The following is a list of qualities which can be used to describe people. Please think and see if they are appropriate when applied to YOUR IDEAL SELF. Indicate by circling one of the numbers in each case.

61)	Like to help others	1	2	3	4	5
62)	Self-confident	1	2	3	4	5
63)	Motivated to strive for success	1	2	3	4	5
64)	Frank and honest	1	2	3	4	5
65)	Clever and smart	1	2	3	4	5
66)	Persistent	1	2	3	4	5
67)	Conservative in outlook	1	2	3	4	5
68)	Understanding of others	1	2	3	4	5
69)	Successful	1	2	3	4	5

** does not panic in a crisis
*** the essential trait of a learned man, as opposed to the rough and uncultured behaviour of the illiterate.

70)	Easy to get along with	1 2 3 4 5
71)	Cool and clear-headed	1 2 3 4 5
72)	Sincere when dealing with others	1 2 3 4 5
73)	Logical and wise	1 2 3 4 5
74)	Gentle and graceful	1 2 3 4 5
75)	Very able and far-sighted	1 2 3 4 5
76)	Humble and polite	1 2 3 4 5
77)	Hardworking	1 2 3 4 5
78)	Trustworthy	1 2 3 4 5
79)	Presentable and outstanding in appearance	1 2 3 4 5
80)	Loyal to one's family	1 2 3 4 5

The following is a list of qualities which can be used to describe people. Please think and see if they are appropriate when applied to CHINESE. Indicate by circling one of the numbers in each case.

81)	Like to help others	1 2 3 4 5
82)	Self-confident	1 2 3 4 5
83)	Motivated to strive for success	1 2 3 4 5
84)	Frank and honest	1 2 3 4 5
85)	Clever and smart	1 2 3 4 5
86)	Persistent	1 2 3 4 5
87)	Conservative in outlook	1 2 3 4 5
88)	Understanding of others	1 2 3 4 5
89)	Successful	1 2 3 4 5
90)	Easy to get along with	1 2 3 4 5
91)	Cool and clear-headed	1 2 3 4 5
92)	Sincere when dealing with others	1 2 3 4 5
93)	Logical and wise	1 2 3 4 5
94)	Gentle and graceful	1 2 3 4 5
95)	Very able and far-sighted	1 2 3 4 5

96)	Humble and polite	1 2 3 4 5
97)	Hardworking	1 2 3 4 5
98)	Trustworthy	1 2 3 4 5
99)	Presentable and outstanding in appearance	1 2 3 4 5
100)	Loyal to one's family	1 2 3 4 5

The following is a list of qualities which can be used to describe people. Please think and see if they are appropriate when applied to WESTERNERS. Indicate by encircling one of the numbers in each case.

101)	Like to help others	1 2 3 4 5
102)	Self-confident	1 2 3 4 5
103)	Motivated to strive for success	1 2 3 4 5
104)	Frank and honest	1 2 3 4 5
105)	Clever and smart	1 2 3 4 5
106)	Persistent	1 2 3 4 5
107)	Conservative in outlook	1 2 3 4 5
108)	Understanding of others	1 2 3 4 5
109)	Successful	1 2 3 4 5
110)	Easy to get along with	1 2 3 4 5
111)	Cool and clear-headed	1 2 3 4 5
112)	Sincere when dealing with others	1 2 3 4 5
113)	Logical and wise	1 2 3 4 5
114)	Gentle and graceful	1 2 3 4 5
115)	Very able and far-sighted	1 2 3 4 5
116)	Humble and polite	1 2 3 4 5
117)	Hardworking	1 2 3 4 5
118)	Trustworthy	1 2 3 4 5
119)	Presentable and outstanding in appearance	1 2 3 4 5
120)	Loyal to one's family	1 2 3 4 5

Please put ONE word only in each of the following blanks. The word should fit into the passage both in terms of meaning and structure.

In large universities, beginning science courses are often taught by groups of staff members instead of by individual professors. Each series of lectures is presented _____ a different lecturer. The lecturers are _____ according to the areas of a _____ in which they have done research. _____ lectures are presented in large auditoriums, _____ they are often attended by as _____ as 200 students.

In addition to _____ to lectures, the students are required _____ attend quiz or test sections which_____ supervised by assistants. In the quiz _____ the lectures are discussed and text _____ are assigned. Quizzes are given regularly _____ a week, and the quiz grades _____ recorded and averaged at the end _____ the semester. Many students aren't used _____ taking weekly quizzes and they don't _____ this system at first. Once they _____ used to it they like it _____ they find that it helps them _____ up to date in their assignments.

_____ experience is also provided for in _____ beginning science courses. Each student must _____ certain assigned experiments, some of which _____ complicated equipment which must be set _____ by a lab assistant. Sometimes two _____ working on the same experiment check _____ other's results. This practice is advantageous _____ long as each student does his _____ and has confidence in his own _____. It is unprofitable when one fellow _____ depends on the other for the _____ answer. Besides these lectures, quizzes, and _____ experiments, science students also make oral _____ on assigned research projects.

A science _____ who is really interested in his _____ won't depend on someone else to _____ his work for him. He will _____ carefully to the lectures and he _____ attend all of the meetings of _____ quiz section. He will look forward _____ each new assignment and he will _____ limit his reading to the text _____ will insist on having a list _____ supplementary readings. He may ask his _____ for one or he may borrow _____ from a graduate student in his _____ He won't object to doing an _____ over several times if his lab _____ isn't satisfied with his results. Only _____ this way can the student really _____ the material he is studying. Only in this way can he acquire a good foundation in the fundamentals of the subject.